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ABSTRACT

In the summer of 1967, a program was initiated to recruit and train a group of residents of the Bedford-Stuyvesant area in Brooklyn in the processes of data collection and the formulation of community plans. The Center for Urban Education was contracted by the Bedford-Stuyvesant Restoration Corporation to implement this program. At the completion of the first phase, forty trainees were chosen for continued training as paraprofessional community organizer-planners, with particular emphasis on the area of housing renewal and redevelopment. After graduation, trainees work with the Corporation and other local agencies interested in planning and planned change. This report outlines the nature of this program, methodology employed, and curriculum used, which included lectures, intergroup interactions, and field trips, as well as an appendix of samples of student work, program evaluation guides, and a history of Bedford-Stuyvesant. (Author/SB)

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A TRAINING PROGRAM

FOR COMMUNITY ORGANIZER-PLANNERS

Felix C. Obinani

A report on the program
developed and conducted for the
Bedford-Stuyvesant Restoration Corporation

November 1969

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PREFACE

In the summer of 1967, a program was initiated to train a group of residents of the Bedford-Stuyvesant area in Brooklyn in the processes of data collection and the formulation of community plans. The program was administered through the Bedford-Stuyvesant Restoration Corporation under a grant from the U.S. Labor Department Special Impact Program. The participants were recruited by the Restoration Corporation. The requirements for participation were that the prospective trainees be at least 16 years old, unemployed, and residents of Bedford-Stuyvesant at the time. As a result of these criteria, the trainee group encompassed a heterogeneous mix of ages, educational backgrounds, and experience.

The Center for Urban Education was contracted by the Restoration Corporation to implement this program. In the first phase of this project, a total of 80 trainees were taught interviewing skills to enable them to conduct a household survey of Bedford-Stuyvesant.* The survey delineated many community problems and presented the residents' viewpoints of these problems as well as the priorities the residents assigned for their solution.

At the completion of the first (or survey) phase, 40 of the original 80 trainees were chosen for continued training as paraprofessional community organizer-planners. It is this second phase with which this report is primarily concerned. The duration of training for this phase

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*See Community Attitudes in Bedford-Stuyvesant: An Area Study, published by the Center for Urban Education, 1968.

was six months. The aim was to train a corps of community residents in the skills of data collection and analysis as well as in the techniques of planned change. Trainee graduates would then work with the Bedford-Stuyvesant Restoration Corporation or other local agencies interested in planning and planned change.

I am personally indebted to Mr. Charles C. Wilson and Mrs. Thelma L. Granville, who shared with me the daily challenge of the training program. The Center for Urban Education made it possible for me to participate in the program, and I am thankful to Dr. Robert Dentler, Director; to Mrs. Barbara Kenefick, who assisted greatly in developing and coordinating the curriculum on communication skills; and to those staff members whose contributions made the experiment worthwhile. In addition I commend the Bedford-Stuyvesant Restoration Corporation under whose auspices the program was conceived. And finally, I am deeply grateful for the assistance rendered, especially at the moments of trial, by my friends and colleagues and by the five teachers from the local high schools who gave selflessly to implement the curriculum on communication skills.

Felix C. Obinani
1969

Chapter 1

THE PURPOSE, PHILOSOPHY, AND CONTEXT OF THE TRAINING PROGRAM

There is a general misunderstanding among city planners as well as among the general public as to what community involvement or participation implies. Some persons embrace "advocacy" planning in which the planner assumes the role of "advocate" of the interests of the community, as a method of obtaining community involvement. To its adherents, advocacy planning may conjure up titillating prospects of progress and change. To others, it does nothing but redefine community participation within the existing guidelines established by the powers-that-be. Still others have cited the lack of community preparedness as an obstacle precluding resident involvement in planning. It has also been said that each and every group in the community argues for its own interests; therefore a project for the common good can never be carried out. These rationalizations rule out the opportunity for the community to resolve conflicts by compromise and to institute its own systems of accountability through which it could shape the content and direction of its development.

Our assumption was that even within the context of unpreparedness and conflict, the instinct of self-determination is strong enough to be a positive motivating factor. Our purpose was to build on that factor by training local residents as community organizer-planners. For if participation is to be meaningful, such residents must acquire the skills related to planning, housing and rehabilitation, program formulation and implementation, within the context of problem-solving at the local

level. Persons so trained can provide a link between the aspirations and needs of the community and the available or potential resources for community improvement.

In order to accomplish our aim the methods of instruction and curriculum were geared to the requirements of the paraprofessional community organizer-planner. At the same time, the curriculum was designed to upgrade the fundamental communication skills of the trainees so as to enhance their employability. Given the great diversity in age, background, and educational preparation of the trainees, a training instrument was devised which could use this heterogeneity to advantage. Emphasis was placed upon the experiential rather than upon the academic preparation of the trainees. This helped in many instances to illustrate that a pattern of failure and frustration in education and employment, common to many of the students, could be altered when a different strategy of action was used. The skills necessary for success as a community organizer-planner formed the framework around which the attainment of other skills was attempted. Additionally, the problem of lack of trainee exposure to political action, organizational concepts, extra- and intra-community influences, and legislative processes, determined the manner in which the various components of the curriculum were handled or developed.

The Purpose of Training

The purpose of the training program as set forth in the proposal was "to prepare selected trainees to become community organizer-planners with particular emphasis on the area of Housing Renewal and Redevelopment."

At the same time there was the need to upgrade the basic communication skills of the 40 trainees finally selected from the first phase of the Bedford-Stuyvesant Restoration Program so that they would become more employable in the general job market. Although not mentioned in the Center proposal, a necessary prerequisite for achieving this goal was a positive reorientation of trainees' attitudes toward work and themselves. The debilitating effects of the trainees' underexposure to the political and organizational processes of the community had to be overcome, and a self-confident sense of urgency substituted for the defeatist apathy which had stifled much of the trainees' earlier efforts. In essence, the staff was trying to change the attitude characterized by such statements as, "Why bother, it does not matter anyway--nobody cares," to an attitude which affirmed, "I don't like this; let me try to do something about it"--with an expectation of some measure of success. In other words, in addition to providing adequate technical competence, the training was intended to result in a degree of self-reliance and independence.

The Philosophy of Training

The guiding philosophy of this training program was the idea that it was possible to train or educate residents of the Bedford-Stuyvesant neighborhood to become paraprofessional community organizers and community planners. Inherent in this principle was the conviction that the skills necessary for an effective on-the-job performance could be imparted once a realistic appraisal of the desired performance was arrived at. Important in such an undertaking would be the positive

motivation of the trainees and an effective use of this motivation in the teaching of skills by the trainer.

Our instructions to the regular and part-time staff were as follows: "No dogmas, no reliance on traditional methods, and no generalizations; any generalizations the trainees do not make are not worth making." In this way, we were able to give value to the relevant experiences of the trainees by exploring with them how the life in the ghetto develops both conscious and unconscious strategies to counter destructive experiences.

The identification and evaluation of these strategies are what gave academic form and value to the ghetto experience. The trainees were encouraged to think in terms of using alternative strategies to achieve desired results. The methods of instruction evolved from this orientation and generally reinforced the content of the curriculum.

The Context of Training

Curriculum in a training program is impersonal and without impact unless the information can be made a part of the life experience of the trainees. The context of this program was the Black experience in the United States as illustrated by life in the Black ghetto of Bedford-Stuyvesant and its effect upon individual and group behavior. Within the classroom situation, it was necessary to deal with the effects of the Black experience as seen in impaired self-reliance, lowered self-esteem, weakened self-confidence, and the loss of the sense of unity and group identification. In addition, these factors had to be identified in the development of improved attitudes toward education,

work, and ethnic values.

The curriculum was presented in realistic terms so that it could be hung on the familiar pegs of common experience. It had a direct relation to life experience, past and present, and could therefore form the basis for planning the future.

The students themselves indicated areas of study not initially planned, but which for them had emerging significance as we explored and mastered each subject matter from a personal point of view. One instance of this was a unit of Black history introduced along with a history of Brooklyn and the principles of community organizing. Practically all of this unit was done by the students as an optional assignment, an indication to us of its continuing interest.

Chapter II

METHODOLOGY

Peer Group Approach

The experiential background of the trainees, the heterogeneous composition of the group, and their unrealistic self-esteem and levels of aspiration were among the factors with which the training had to deal in order to make practical learning possible. Bearing this in mind, we designed many of the lesson formats with a factor to develop self-esteem built in as an integral component. It was necessary for the staff to attempt consciously to cultivate an interpersonal peer relationship, instead of the usual teacher-student relationship, in order to support and reinforce the emergent self-image and aspirations of the trainee.

Peer relationship requires that the teacher accept each trainee without condescension, and that each trainee assume the responsibility for this trust. Even in those cases where the trainee at any point in time fails to accept or meet this responsibility, the trainer must expect him to try again and must extend to him the trust and confidence to enable him to do so. We also assumed that one of the most important elements in motivating a student is the confidence extended to him to acquire new knowledge and to develop the incentive to surrender ignorance. We sought to build trust in his newly-acquired knowledge as an inner resource upon which he could now rely.

Excursion Method

Among our trainees were those who arrived at illogical conclusions through faulty thinking habits or incorrect problem-solving approaches, all of which are frequently sanctioned by their environment and their daily experience. For instance, those who "play numbers" and are infatuated with the fantasy of "the big win," could not calculate the amount of money they had contributed to the numbers racket. They would argue that only a little amount is spent at a time, and that "a win" usually covers previous monies spent.

To discuss, evaluate, and broaden the basis for judgments, the excursion method was found most valuable. It used the range of individual and group experiences to form tenets upon which to base conclusions, in much the same way as source material is used in the academic environment. When the excursion method was applied to the policy racket, trainees began to see the racket less as a windfall for the ghetto and more as a vicious drain upon the neighborhood economy. Once this analytic frame of reference was established, it became easier to examine other facets of ghetto life. For example, the following problem was posted to the trainees:

> "Our ghetto destroys its own life." Discuss this statement with reference to these questions:
> 1. What are the success standards in the ghetto?
> 2. Who determines, and who benefits, from these standards?
> 3. Whose life is destroyed, and by whom?
> 4. What is the individual and neighborhood image, and how does it develop?
> 5. What is identity, and its positive and negative aspects?

From the discussion of the above, a controversy arose over the incidence of liquor stores and bars in the neighborhood. Although liquor stores and bars are legally allowed, trainees began to view these places more as an encroachment upon the residential integrity of the neighborhood and less as a convenient service, because of their proximity to schools and churches and because of the clientele they attracted. In order to support various points of view the trainees requested and subsequently were assigned to do the following projects:

1. To map location of neighborhood liquor stores and bars to determine their exact incidence and proximity to community institutions, and as a basis for comparison with other neighborhoods;

2. To collect information on zoning resolutions and subsequent changes; and

3. To determine customer patronage habits in retail stores, especially with regard to the extent of the sales field of stores and the quality of merchandise.

In general, this method, which relied upon the trainees to explore, develop, and define the problems of the community and to use the community as a resource for problem-solving, made possible the introduction of appropriate technical information at various points in the excursion continuum and curriculum. For example, the investigation of liquor store locations led to the discovery and subsequent examination of zoning resolutions: how they are formulated, passed, and enforced. As part of this project the trainees attended public hearings on these issues at the Board of Standards and Appeals and the Board of Estimate.

Through this particular excursion experience, the trainees were able to link one component of the curriculum to another. A specific illustration is that when the trainees studied the history of Bedford-

Stuyvesant in terms of the movement through the area of various ethnic groups, they related this movement to subsequent deterioration in housing, zoning, and the delivery of social services. The trainees discovered that certain zoning restrictions were changed, frequently with the movement of Blacks into the area. For instance, in a purely residential neighborhood, zoning regulations were relaxed to allow the location of liquor stores close to schools, and multiple occupancies were permitted in one- and two-family structures.

Chapter III

PROGRAM ORGANIZATION AND SCHEDULE

The program for training community organizer-planners got underway in mid-October 1967 and continued for six months, ending in mid-April 1968. Training operations were conducted in a store-front on Nostrand Avenue in the heart of the Bedford-Stuyvesant community. The space was partitioned into two windowless classrooms and a front office-reception area. The remodeling of this limited space created problems of ventilation, heating, noise levels, and sanitation, all of which increased the difficulties of classroom administration. These unsatisfactory environmental conditions tended frequently to make the trainees restless, tense, or inattentive.

Given these inadequate physical facilities, frequent adjustments were made in the manner and scheduling of classroom work. For instance, the opportunities for assembling the trainees for lectures, films, and demonstration lessons were curtailed. Also, afternoon classes in communication skills were held in the front office-reception area and in the hallway, as well as in the regular classroom spaces.

The training program was conducted on a regular work week, Monday through Friday, although Saturday assignments were occasionally made for special projects or to allow the trainees to do make-up work. The classes were scheduled from 9:30 A.M. to 12:30 P.M. with a midmorning break; then after lunch two afternoon sessions were held for communication skills from 1:30 to 3:00 P.M. and 3:00 to 4:30 P.M. Those students not scheduled for any 3:00 class were assigned to work on field projects. Field assignments

were coordinated with the Bedford-Stuyvesant Restoration Corporation and organized in such a way as to allow the trainees to work in groups of two or four in rotation. One of the field projects was the "Superblock," a redevelopment of a street between two blocks to convert the area into park-like recreational spaces. The Restoration Corporation, which sponsored the Superblock project, had provided a trailer office at the site. The trainees helped staff this trailer to provide the residents of the area with information not only about the Superblock project but also about other services available to the community and particularly about those available through the Restoration Corporation.

A more detailed description of the class schedules and organization of the curriculum is presented in the four samples of weekly charts at the end of this chapter.

The staff at the store-front consisted of two instructors, a community liaison person, and a secretary, all under the supervision of the director of the training program.

The two instructors, each of whom handled a class of about twenty trainees, were responsible for implementing the daily curriculum. Outside lecturers were brought in to supplement the curriculum and to enlarge the resources available to the trainees.

In addition to the regular staff, five high school teachers were hired by the Center for Urban Education to render assistance to the trainees in developing communication skills. These teachers gave individualized instruction in mathematics, grammar, and writing, every day from 3:30 to 5:00 P.M. They were required to use material relating to the general training program curriculum rather than ordinary high school remediation class materials.

BEDFORD-STUYVESANT RESTORATION CORPORATION TRAINING PROGRAM

WEEK OF: 12/2/67	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
9:30-12:30	S T E P T E S T S	S T E P T E S T S	S T E P T E S T S	Concept of Percentages	Data Analysis	S U P E R B L O C K (Restoration Corporation)
12:30-1:30	L	U	N	C	H	
1:30-3:00	S T E P T E S T S	S T E P T E S T S	Lecture by Dr. Bernard Mackler C.U.E. "Personality Development"	Community Organizing Mr. Strickland	Data Analysis	
3:00-4:30	MEETING: Training Representatives and staff	INDIVIDUALIZED REMEDIATION Writing and reading comprehension, public speaking, speech therapy; assessment of individual interests within the program.				
3:00-5:00	F I E L D W O R K (with Restoration Corporation)					

Felix C. Obinani, Planning Consultant — Center for Urban Education

BEDFORD-STUYVESANT RESTORATION CORPORATION TRAINING PROGRAM

WEEK OF: 12/9/67	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
9:30-12:30	TECHNIQUES OF DATA ANALYSIS	TECHNIQUES OF DATA ANALYSIS for Planning and Organizing	Trip to NEW HAVEN, CONNECTICUT (all day)	Discussion on Trip Mr. Parks on Code Enforcement 11 A.M.	Concept of Percentages The math of DATA ANALYSIS	S U P E R B L O C K (Restoration Corporation)
12:30-1:30	L	U	N	C	H	
1:30-3:00	DATA ANALYSIS The Bedford-Stuyvesant Survey Report	Community Organizing: Mr. Strickland	Trip to New Haven, Connecticut	Community Organizing: Group vs. Individual Action Mr. Strickland	Film on City Slums and Discussion	
3:00-4:30	MEETING: Training Representatives and staff	INDIVIDUALIZED REMEDIATION Writing and reading comprehension, public speaking, speech therapy; assessment of individual interests within the program.				
3:00-5:00	F I E L D W O R K (with Restoration Corporation)					

Felix C. Obinani, Planning Consultant — Center for Urban Education

BEDFORD-STUYVESANT RESTORATION CORPORATION TRAINING PROGRAM

WEEK OF: 1/6/68	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
9:30-12:30	NEW YEAR	Reconnaisance Survey Salient Elements (physical) in the "ghetto"	Relating Housing defects to housing code--Mrs. Granville, Mr. Wilson	Discussion of questionnaire data--Mr. Miller	Guest Speaker: Mr. R. Bryant, Pratt Neighborhood College	S U P E R B L O C K (Restoration Corporation)
12:30-1:30	L	U	N	C	H	
1:30-3:00	NEW YEAR	General Discussion <u>The Ghetto Destroys its Own Life.</u> HOW and WHY	Urban Renewal in Bedford-Stuyvesant area: Mr. Lionel	Questionnaire Data: Implications for Community Mr. Miller	Community Organizing: Mr. Strickland	
3:00-4:30	NEW YEAR	INDIVIDUALIZED REMEDIATION Writing and reading comprehension, public speaking, speech therapy; assessment of individual interests within the program.				
3:00-5:00	F I E L D W O R K (with Restoration Corporation)					

Felix C. Obinani, Planning Consultant — Center for Urban Education

BEDFORD-STUYVESANT RESTORATION CORPORATION TRAINING PROGRAM

WEEK OF: 1/27/68	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
9:30-12:30	Work drill: code, housing and planning terms, e.g., urban renewal, rehabilitation zoning, etc.. Obinani and staff	Community planning: location of facilities, services, and industries	Public Hearing on "Rent Security." Mr. Solomon Mr. Wilson	Individual reports on hearing.	Land Use Mapping: translating information on listing sheets to maps. STAFF	S U P E R B L O C K (Restoration Corporation)
12:30-1:30	L	U	N	C	H	
1:30-3:00	Reconaissance survey: field trip with Mr. Gaither of BSRC	Reconaissance survey: listing external defects, building types and land use, etc.	Public Hearing on "Rent Security." Mr. Solomon Mr. Wilson	Speaker: Mr. Waldaba Stewart, Youth-In-Action	Land Use Mapping STAFF	
3:00-4:30	MEETING: Training Representatives and staff	INDIVIDUALIZED REMEDIATION Writing and reading comprehension, public speaking, speech therapy; assessment of individual interests within the program.				
3:00-5:00	F I E L D W O R K (with Restoration Corporation)					

Felix C. Obinani, Planning Consultant — Center for Urban Education

Chapter IV

CURRICULUM

Curriculum Content

The curriculum content reflected the basic philosophy of training and additionally, the appropriate methods of instruction, the desire to make the community itself a key resource, and the intent to make the trainees' experience an essential ingredient in the learning process.

In reviewing the components of the curriculum which follow, the interrelationships among them must be borne in mind, as illustrated by the discussion of the excursion method, although it may not always be readily apparent from the curriculum outline itself.

The curriculum is presented here in a simple format. Each of the ten units is described according to its subject matter, scope, objectives, methods, and results. Source materials and visiting lecturers, whenever used, are listed. Sample lessons are included with some of the units.

UNIT 1: THE BLACK EXPERIENCE IN THE U.S. AS ILLUSTRATED BY BEDFORD-STUYVESANT

A. Scope

1. History of Bedford-Stuyvesant.
2. History of other Brooklyn neighborhoods as a basis for comparison.
3. Prominent Blacks and their contribution to the Black movement in particular and U.S. in general.
4. Capsule histories of Black neighborhoods in New York City.

B. Objectives

1. To trace the evolution of Bedford-Stuyvesant into a Black neighborhood and the consequences of this evolution as evidenced by present-day problems.
2. To acquire specific information on the Black migration into other states of the nation and the consequences of this migration.
3. To make the trainees aware of the sources of material on Black history.
4. To acquire research techniques especially in the use of library card catalogues.

C. Methods

1. Lectures by staff.
2. Library assignments.
3. Outside speakers.
4. Films.
5. Written and oral presentation on prominent Blacks by trainees.

D. Results

1. A great deal of enthusiasm and interest was generated because the trainees could identify their own images and aspirations

with the courage, struggles, and moral convictions of other Black historical personages.

2. Factors affecting the apparent failure of Black leaders to sustain unity, influence, or heighten Black consciousness among Blacks were analyzed in light of problems associated with the role of a community organizer-planner.

3. Trainees analyzed how white society perceives and characterizes Black leadership.

E. Source Material

1. Capsule History of Bedford-Stuyvesant, as compiled by Charles Wilson.

2. Municipal Reference Library.

3. New York Public Library--Schomburg Collection.

4. New York Historical Society.

5. Brooklyn Museum

6. Brooklyn Public Library.

7. City Planning Commission Records, Police Records, etc.

8. Black periodicals and newspapers from the U.S. and abroad.

F. Lecturers

1. William Strickland: 10 lectures on Black history and the role of Community Organizer-Planners.

2. John Killens, author of Sippi, Professor of Education, Fisk University: the Conditions of Blacks in the Urban Areas.

3. Piri Thomas, author of Down These Mean Streets: Urban Conditions in New York City.

SAMPLE LESSON (UNIT 1)

Lesson: The Creation of an Image.

Scope: The questions we sought to answer were:

1. What is an image?

2. How is it formed, reinforced, or changed?

3. What is the concept of Black image?

4. Why do whites prescribe Black-white relationships?

Aim: To give perspective and form to some unconscious factors which affect:

1. Black-white relationships.

2. Black-Black relationships.

3. The trainee's role as a community organizer-planner.

4. The concepts of racial myths.

Method: Lecture.

Discussion.

Film.

Development:

Using the excursion method, trainees arrived at what they decided was a composite of the Black image both to themselves and to whites. Then they discussed how the negative and positive aspects of this image could affect them in their job performance as community organizer-planners.

Result and Evaluation:

Using themselves as subjects they criticized their individual and collective performance and behavior, and tried to evaluate objectively how they could improve their own personal self-esteem and self-confidence on the job and in other areas of performance.

UNIT 2: COMMUNITY RESOURCE ANALYSIS--LOCAL INSTITUTIONS AND THEIR FUNCTIONS

A. Scope

1. Study of the New York City government.

   a) election of city officials
   b) duties and functions of elected officials
   c) departmental structure

2. Study of community institutions and agencies.

   a) their establishment, structures, and function
   b) their relationships to the community

3. Case studies of community institutions and agencies.

   a) Bedford-Stuyvesant Restoration Corporation
   b) Youth-In-Action
   c) Neighborhood Youth Corps
   d) Training Resources for Youth
   e) Job Corps
   f) Urban League
   g) N.A.A.C.P.
   h) CORE

B. Objectives

1. To acquaint trainees with different types of organizational structures and systems of control.

2. To acquaint trainees with the services, functions, limitations, and resources of the various departments of the city government.

3. To observe the delegation of authority within the city government.

4. To observe the law-making process: the City Council.

5. To observe the policy-making process: the City Planning Commission, the Board of Estimate.

6. To acquaint trainees with the scope and function of the Bedford-Stuyvesant Restoration Corporation and give some perspective on the position of the training program within the overall structure.

7. To acquaint trainees with resources available in the community.

C. Methods

1. Lectures by staff.

2. Discussions with representatives of various government and community agencies.

3. Field trips to city agencies, community institutions, organizations, and public hearings.

4. Research assignments.

D. Results and Evaluation

1. Trainees developed charts showing hierarchy and organization of city departments.

2. Trainees obtained from each city department a list of key persons to contact regarding service and telephone numbers for emergency service.

3. Trainees began to appreciate the functions of government, and the responsibility of citizens to channel complaints to appropriate municipal department for corrective action in place of grumbling to one's neighbor.

4. Trainees developed a better appreciation of resources within the community.

5. Trainees requested permission to attend budget hearings on allocation of funds to community services.

E. Source Materials

1. The New York Times--the reorganization of the municipal government.

2. Our City--publication by New York City.

3. Publications from various city and community agencies.

4. Pratt Planning Papers--publication of Pratt Institute.

5. Special Impact Program Proposal.

F. Lecturers

1. Frank Thomas, Executive Director, B.S.R.C.
2. Lewis Douglas, B.S.R.C.
3. Robert "Sonny" Carson, Brooklyn CORE
4. Waldaba Stewart, Youth-In-Action
5. Stratton Lee, Manager, New York City Housing Authority
6. Frances Piven, Columbia University, School of Social Work

SAMPLE LESSON (UNIT 2)

The Bedford-Stuyvesant Restoration Program

The series on B.S.R.C. included the study of the Corporation as a participant in the Special Impact Program, which was funded by the U.S. Department of Labor, and its present organization, function, and officers. The goal of the series was to acquaint the trainees with the aim and function of the Corporation and to give them some perspective on the position of their training within this overall structure and purpose. This was done via lectures, discussion, and reports. As source material, the Pratt Planning Papers, the Special Impact Program Proposal, and newspaper articles were used. The series of lessons covered the development of the program for the rehabilitation and reconstruction of the Bedford-Stuyvesant community; the formation of the Bedford-Stuyvesant Renewal and Rehabilitation Corporation, and then the birth of the Bedford-Stuyvesant Restoration Corporation, and the relationship of the B.S.R.C. with existing community agencies in Brooklyn.

Lesson: Bedford-Stuyvesant Restoration Corporation.

Scope: Study of the Restoration Corporation's training program as an outgrowth of the Special Impact Program; present organization, function, officers.

Aim: Acquaint trainees with the aim and function of the Restoration Corporation and give some perspective on the training program within the overall structure.

Method: Lecture.

Discussion.

Source Materials:

1. Pratt Planning Papers

2. Special Impact Program Proposal

3. Newspaper articles

Development:

Inception of the program for community rehabilitation and reconstruction. Formation of the Bedford-Stuyvesant Renewal and Rehabilitation Corporation under Judge Thomas R. Jones. Relationship with existing community agencies. Birth of the Bedford-Stuyvesant Restoration Corporation.

Evaluation and Result:

Students requested more detailed information about the work of the Corporation. Two students volunteered to do extra assignment and report to class.

UNIT 3: HOUSING AND THE COMMUNITY

A. Scope

1. Types of Housing

a) private and public housing
b) single and multiple family dwelling
c) Old and New Law tenements
d) cooperatives, condominiums, and types of housing sponsorship

2. Survey of Housing Conditions

a) conditions of structures in area
(1) exterior conditions
(2) interior (stairs and hallways, lighting, and ventilation) conditions
b) identification of housing defects, internal and external
c) meaning of deteriorated, dilapidated, and sound housing, and overcrowding

3. Code Enforcement

a) government legislation
b) inspection procedures
c) codes and ordinances
d) pertinent agencies; e.g., Department of Buildings
e) community action related to housing and code enforcement

4. Tenant-Landlord Responsibility and Relations

a) care and maintenance of property
b) rent control legislation and enforcement
c) tenant action: legal remedies, rent withholding, rent strike, and claim jumping
d) other forms of tenant protest--strategies and tactics

5. Government Action and Legislation

a) provision of housing for the poor
b) tenant eligibility standards
c) rent supplements
d) federal, city, and state housing programs
e) open-housing legislation

6. Urban Renewal

a) urban renewal legislation and role of local government
b) social implications of renewal action

c) types of renewal treatment
d) relocation--meaning, ramification, and strategies

7. Rehabilitation

a) home improvement financing
b) other financial aid

8. Role of private agencies in housing

a) nonprofit housing sponsorship
b) housing financing
c) role of the local real estate board

B. Objectives

1. To identify housing types, evaluate housing stock, assess availability of standard housing in the area.

2. To familiarize trainee with exterior and interior housing defects, and methods of housing inspection.

3. To introduce specific knowledge related to housing standards, codes and code enforcement procedures, and agencies responsible for code enforcement.

4. To familiarize trainees with tenant-landlord rights and responsibilities and the procedures for handling complaints.

5. To inform trainees on government legislation, housing programs, and their impact on Bedford-Stuyvesant.

6. To study the ramifications of urban renewal, slum clearance, and relocation.

7. To acquaint trainees with various types of funding instruments.

C. Methods

1. Lectures by field staff.

2. Field assignments in immediate neighborhood.

3. Attendance at public hearings and meetings of local agencies and groups concerned with housing.

4. Reconnaissance surveys.

5. Speakers from various agencies concerned with housing

6. Map reading, charts, and other presentation techniques

7. Data collection and analysis as a relevant research skill

D. Results and Evaluation

1. The units on code enforcement had immediate and rewarding results for some trainees: Several of them discovered violations in their own living quarters or those of their friends; one received a reduced rent because the violation was long standing; another discovered that the side-arm gas water heater (which the landlord had supplied) was illegal and had it removed.

2. They became proficient in processing complaints and began to help friends, relatives, and other tenants with complaints related to violations. They later organized and ran a Community Complaint Processing Center in the Superblock area of Bedford-Stuyvesant.

3. They compiled materials on housing programs they felt were of value to the community.

4. Research, discussion, and visits to urban renewal sites made them aware of the connectedness of problems in urban renewal, rehabilitation, and relocation.

5. Trainees developed and used skills in blueprint reading, land use mapping, charts, and graphic presentation.

E. Source Materials

1. Pamphlets and books from housing agencies

2. Zoning resolutions

3. Statutes referring to federal, state, and municipal housing

4. Zoning maps

5. Building codes

6. Films:

--"Portrait of an Inner City"

--"The City as a Man's Home"

—"All the Way Home"

—"Felicia"

—"City Slums"

—"How to Look at a City"

—"Tenant Organizing in Newark"

F. Lecturers

1. Mr. Lionel Howard, Fulton Park Urban Renewal Program
2. Mr. Harold Berger, New York City Housing Authority
3. Professor Frances F. Piven, Columbia School of Social Work
4. Mr. William Hudgins, President, Freedom National Bank
5. Mr. Herbert Gans, Center for Urban Education
6. Mr. Charles Wright, planner, B.S.R.C.
7. Mr. Hall Winslow, Tri State Transportation Commission
8. Mr. William Ince, Crown Heights Community Improvement Association
9. Mr. William Tytell, Chief Housing Inspector, Borough of Brooklyn
10. Mr. Stratton Lee, New York City Housing Authority

SAMPLE LESSON A (UNIT 3)

Lesson: Housing and the Community

Scope: The Codes used by City Planners for mapping urban areas

Objective: To make a land use map using the City Planners' Codes

Method:

1. Students briefed on color symbols used for coding land uses:

   Yellow - residential
   Red - store or office building
   Dark Blue - factories, warehouses
   Green - parks

2. Students briefed on alphabetical symbols used for coding land use:

   R - residential
   RS - residential with store on first floor
   C - factory or store
   S - public building (school, firehouse, library, police station)
   I - hospital
   O - parks

3. Preparation of legends

4. Applying color to maps drawn by students or purchased from City Planning Commission

Result and Evaluation:

Students completed four colored land use maps covering the entire Bedford-Stuyvesant area.

Materials:

Maps

Architect coloring pencils from the City Planning Commission

SAMPLE LESSON B (UNIT 3)

Lesson: Housing and the Community

Scope: Building Codes and Code Enforcement

Objectives:

1. To acquaint trainees with the Bureau of Buildings' codes and its system of inspection.

2. To acquaint trainees with methods of housing inspection.

Method:

1. Lecture and discussion with staff on definition and examples of unsound housing and housing defects.

2. Discussion of building inspections and how they are done.

3. Trainees' inspection of their own living quarters.

Result and Evaluation:

Some trainees found violations in their own living quarters and processed complaints to have them corrected.

Source Material:

You and Your Landlord--New York City Rent Control booklet

Speaker:

Mr. William Tytell, Chief Housing Inspector, Borough of Brooklyn

UNIT 4: DATA COLLECTION AND ANALYSIS

A. Scope

Various types of data collection:

1. Interviews, surveys
2. Observation
3. Review of publications and reference works

Types of planning data:

1. Ecological and demographic
   a) density
   b) distribution
2. Social structure
   a) ethnicity
   b) ownership patterns
   c) social institutions
3. Community identity
4. Pathologies and problems

B. Objective

To acquire the ability to collect, understand, and use basic technical information in planning and developing programs.

C. Methods

1. Field assignments during all phases of the training program.
2. Collection and analysis of relevant data.

D. Results and Evaluation

This unit provided an opportunity for a reevaluation of the summer survey experience. The statistical data and personal experiences were organized into problem categories related to the socioeconomic conditions in Bedford-Stuyvesant. This

material became part of the trainees' working knowledge of the Bedford-Stuyvesant area.

By combining statistical data with personal observation, this unit helped to increase the trainees' awareness of how community planning proceeds from knowledge of problems, to the development of effective community programs.

E. Source Material

1. Survey results: data from Bedford-Stuyvesant community survey *

2. Bureau of Census

3. Bureau of Labor Statistics--Economic status of non-whites

4. Y.I.A. Survey of Bedford-Stuyvesant, 1966

F. Lecturer

Mr. Leroy Miller, Center for Urban Education.

*See Center for Urban Education report: Community Attitudes in Bedford-Stuyvesant; an Area Study.

UNIT 5: PLANNING AND PLAN PRESENTATION

A. Scope

The development and presentation of community plans.

1. Translation of community need into clear statement of problems, goals, and objectives.
2. Analysis of external and internal resources available for achieving results.
3. Development of the plan.
4. Components of plan: physical, economic, social, and institutional.
5. Implementation, phasing to match available resources; time lag.
6. Evaluation of phases: feedback procedures.
7. Constraints: zoning resolutions, lack of resources, lack of support for the plan.
8. Methods of plan presentation--maps and mapping, graphs and charts.

B. Objectives

1. To gain basic understanding of the planning process and related skills.
2. To interpret and evaluate planning data.
3. To incorporate data into the planning process.
4. To identify, create, and use graphs as presentation methods.

C. Methods

1. Excursion method applied to personal budgeting to demonstrate the planning process and techniques; assigning priorities in the allocation of resources.
2. Application of empirical problem-solving techniques to community problems as identified by trainees.
3. Plan presentation and related skills:

   Phase I - Study and analysis of land use maps.

Phase II - Group assignment - to collect and record information on land use maps and charts regarding the location and number of the following:

Boarded up, burned out, or abandoned buildings
Vacant lots
Demolished buildings
Black-owned businesses
Vacant stores and store-fronts

Phase III - Analysis of land use patterns

4. Graph-making--bar graphs, circle graphs, line graphs, and pictographs

D. Results and Evaluation

1. Trainees freely discussed personal budgeting problems as these related to individual family planning, such as balancing income with expenditure and savings, itemizing expenditures, and assigning priorities to such necessary items as food, shelter, and clothing. The problem of meeting emergencies in the absence of savings and an analysis of factors influencing expenses turned into a class project. Some of the females in the program asked for and obtained information on family planning from city agencies and from Planned Parenthood, a voluntary nonprofit organization. Also a number of trainees opened savings accounts for the first time after this lecture series.

2. Trainees devised and compared different graphic techniques for presenting material so that their ideas could be communicated more effectively.

E. Source Material

City Planning Commission--land use and area maps.

UNIT 6: COMMUNITY PARTICIPATION IN PLANNING AND IMPLEMENTING COMMUNITY PROJECTS

A. Scope

The forms of community participation in planning.

1. The creation of prerequisites for participation--strength, cooperation, awareness, information channels--through community organization.

2. Evaluation of existent models of participation.

3. Appraisal of current techniques and issues in community organizing.

4. Factors affecting implementation of projects at the community level.

B. Objectives

1. To impart skills relating to the techniques of community organizing.

2. To study existing models of participation in:

   a) programs indigenous to the community
   b) programs imposed from without.

3. To develop strategies for implementing projects at the local level.

C. Methods

1. Case studies of the following:

   a) OEO - community action programs
   b) Alinsky Model
   c) Harlem Commonwealth Council
   d) Neighborhood Cooperative programs
   e) Decentralization and demonstration districts
   f) Head Start programs
   g) The relevance of Black Power in community planning.

2. Lectures and group assignments.

D. Results and Evaluation

An effort to organize the residents of the "Superblock" around specific programs and issues met with moderate success. A children's Christmas program was developed in order to strengthen cooperation between tenement dwellers and home owners in the neighborhood. With the knowledge gained from case studies and previous units, the trainees organized and operated a community complaint processing center, the details of which are presented in Unit 7.

E. Lecturers

1. Mr. William Strickland: "An Overview of Community Organizing."

2. Mr. C. Richard Hatch of C. Richard Hatch Associates: "Organization and Structure of Business Development in Ghetto Communities" and "Funds for Economic Development."

3. Mr. Modi Esoka, Harlem Commonwealth Council: "Economic Development in Black Communities."

4. Mr. R. Bryant, Pratt Institute: "Education as a Community Resource."

5. Mr. Joseph Remsen, Center for Urban Education: "Effective Parent Participation in the Education Process."

UNIT 7: TRAINEES' PROJECT FOR A COMMUNITY CENTER FOR PROCESSING COMPLAINTS

A. Scope

The initiation, organization, and operation of a community project by the trainees.

Trainees organized and operated a Community Complaint Processing Center utilizing the trailer which the Restoration Corporation had placed in the Superblock as an information office in the community. Problems related to the organization and implementation of the project were discussed in class before the center was instituted and also during the time it was in actual operation. The center was manned daily from 9 A.M. to 7 P.M. by teams of two or more trainees, working on three-hour shifts. The trainees kept a diary of all activities and a record of complaints processed, the referrals made, and the difficulties involved in obtaining appropriate remedial action.

B. Objectives of Project as Given by Trainees

1. To make the people in the community aware of their needs and the facilities available to meet those needs.

2. To help the people in the community understand their needs and essential rights.

3. To give the people in the training program experience in dealing with people.

4. To learn how to categorize problems and to attempt to solve them through practical channels.

5. To gain experience in processing complaints and to develop channels of communications and contacts with the community.

C. Problem as Seen by Trainees

How to operate center effectively without funds.

D. Analysis of Resources Available

1. 40 trainees forming a volunteer corps.

2. Time and effort.

E. Steps Seen by Trainees as Prerequisities for Success of Project

1. A daily reference log would have to be maintained to record what happened during the day at the trailer.

2. Forms from various city agencies would have to be secured so that experience could be gained in filling out and processing the required forms needed to obtain remedial actions or services.

3. A daily time schedule would have to be kept.

4. Channels of communication and contacts with community and government agencies would have to be developed.

F. Methods of Informing the Community

Explanation of the trailer's purpose by:

a) Door to door canvass, face to face contact
b) Distribution of leaflets
c) Large sign outside the trailer.

G. Suggested Methods of Explaining Project to Community

1. We have found that other communities have these ongoing services. We are now starting these services in this area.

2. We are now in the process of helping this community in the area of code enforcement and complaint processing. We are in touch with various city agencies. This service is for the community, tenants, home owners, youths, etc.

H. Problem Areas Serviced

1. Welfare

2. Heat and hot water

3. Code violations

4. Rent

I. Staff Evaluation of the Project

The staff was available for consultation during the development and operation of the project. Trainees requested and were granted

the chance to use this unit to test skills they had acquired. From the record of activities and neighborhood reports the project seemed to have been successful. Problems encountered during the operation phase were brought in for class discussion. All the records and data collected by the trainees were turned over to the Bedford-Stuyvesant Restoration Corporation.

UNIT 8: THE MODEL CITIES PROGRAM - AN APPROACH TO COMPREHENSIVE PLANNING

A. Scope

1. General elements of the comprehensive plan.

2. The Model Cities approach to community participation and control.

3. Analysis of legislation relating to Model Cities.

B. Objective

To study an example of comprehensive planning, requiring massive community involvement in policy and operation of plan.

C. Method

1. Lectures by field staff.

2. Attendance at Model Cities meetings.

3. Study of Demonstration Cities and Metropolitan Development Act of 1966.

D. Evaluation and Results

1. Several trainees, some as representatives of their communities, others as volunteers, joined Model Cities subcommittees. They reported on their activities to the rest of the trainees. This gave the class firsthand information on the problems of citizen participation.

2. This unit provided an opportunity to understand the distinction between project planning and comprehensive planning.

E. Lecturer

Mr. Horace L. Morancie, Director, Central Brooklyn Model Cities program.

UNIT 9: FIELD TRIPS

Field trips were designed to provide the trainees with an opportunity to visit and learn about other communities, their local institutions, local problems, and the quality of community services delivered to residents by public and private agencies. Our aim was to expose the trainees to people like themselves in other communities and especially to those attempting to solve the problems of communities similar to Bedford-Stuyvesant.

Trainees had an opportunity to evaluate agencies and programs operating in other communities, and to compare these with programs and agencies operating in their own community. By this exposure to new situations and new approaches, the trainees were able to deepen their insights into the problems of their own neighborhoods. When they talked to residents of other communities, the trainees learned that the problems, attitudes, and forces which prevailed in New Haven, North Philadelphia, or Baltimore slums were similar to those which prevailed in Bedford-Stuyvesant. Common aspirations, needs, and problems formed the basis for a fruitful exchange of knowledge and ideas on the problems of urban decay: overcrowding, substandard housing, unemployment and underemployment, poor quality education, poor planning, mixed land uses, etc.

Out-of-town trips included:

December 6, 1967 - New Haven, Connecticut: Urban Renewal sites

February 6, 1968 - Old Westbury, Long Island: Seminar on Urban Problems at Old Westbury College

February 21, 1968 - Philadelphia, Pennsylvania: Philadelphia Planning Commission and meetings with the North Philadelphia Area Wide Council

March 2, 1968 - Columbia, Maryland: The New Town Concept of Planning

The New Haven Field Trip

This trip was arranged to illustrate the different types of housing renewal programs and sponsorship treatments which the trainees had covered in the HUD manual and through lectures by HUD officials in New York: low, middle, and high income housing, cooperative housing, and housing for the elderly. After the trainees had visited various housing sites, they listened to lectures by the following officials involved in the New Haven Urban Renewal Program:

1. Mr. Tad Delauro, Neighborhood Representative, Wooster Square Project. He spoke briefly on "Citizen Participation in Planning," citing the importance of an informed citizenry as the basis for meaningful participation rather than coercion or promises.

2. Mr. Bill Donahue, Urban Renewal Project Director. He discussed "Basic Concepts of Planning With People," outlining the difficulties of getting cooperation between neighborhood groups and government agencies, and the failure of federal requirements for citizen participation to recognize urban renewal as a political problem.

3. Mr. Al Mero, Rehabilitation Supervisor. He spoke on "The Task of Rehabilitation," particularly the problems of getting quality work done in a short period of time at reasonable cost. He also discussed the financial analysis necessary to determine the new rent structure.

During the question and answer period the trainees were interested in learning not only what New Haven had done in the area of urban renewal but what it had not done. They questioned whether or not they had seen the worst sections of New Haven. Many of the speakers had referred to the Hill section, but the bus had not toured this area. The trainees also wanted to know more about the function of the neighborhood director, how he got his job, and in whose interest did he carry out his job? At the end of the question and answer period the trainees were taken on a tour of the area.

The Seminar at Old Westbury College

The seminar on urban problems at Old Westbury College was designed to expose the trainees to a different setting and to an exchange of views with professional planners, college staff, and planning students. Each participating trainee was required to read Plato's The Republic, and Fanon's A Dying Colonialism. The initial reaction of the trainees to the seminar was one of self-doubt. The trainees were convinced of the value of the experience but they had misgivings about their participation. Would they sound stupid? Would they be able to follow the discussion? What did they know about anything? The trainees vacillated between faith in the value of the experience and self-doubt until halfway through the actual confrontation in the seminar room. Their entry into the discussion was at first cautious and uncertain, but once it was made, they felt free to express their views with confidence.

In class the following Monday morning, the participants related the incidents from the vantage point of their newly-found self-confidence; they never mentioned their preseminar state of self-doubt. Their reactions validated the desirability of such experiences, that is, that mutually valuable exchanges among people of different socioeconomic backgrounds are possible when the participants are not busy protecting their "expertise" or talking down to the other participants.

There has been reciprocal follow-up of contacts made at Old Westbury. Mr. Robert Tanner, leader of the seminar, visited the training program classroom, left some of his work for the trainees to evaluate, and is at present in contact with some of them. Mr. Morton Hoppenfeld, an urban planner who was at the seminar, offered to host our visit to Columbia, Maryland.

Philadelphia Planning Commission and North Philadelphia Trip

Much of the building in Philadelphia to date has been in the Central Business District. New industrial facilities, office towers, and high and middle income housing units for the white upper and middle classes are being built as a means of increasing the tax base.

Philadelphia has done very little to provide new housing units (or cooperative housing) for the poor. There are neighborhood associations in the poverty areas which beautify their blocks by planting flowers in window boxes and in vacant spaces but this action will not take the place of much needed housing for the poor.

In North Philadelphia, the head of the "Area Wide Council," a committee which coordinates and directs the activities of various community groups in that section of Philadelphia, spoke to the trainees. The chief difficulty, he said, was that the Council is funded by the city government which is apt to withdraw funds whenever the committee becomes effective in demonstrating the city's indifference to the needs of Philadelphia's Black community.

Visit to the New Town of Columbia, Maryland

Mr. Hoppenfeld, the urban planner who took part in the seminar at Old Westbury College, was the host in Columbia, Maryland.

Columbia embodies the idea that an entirely new town could provide better answers to the problems of the urban slum. The visit was arranged to expose the trainees to the work involved in the development of new towns.

Columbia is a planned city with construction that began in 1966 and that is scheduled for completion by 1980. The city, with a projected population of 110,000, will consist of nine small towns or villages clustered around a downtown area. Each village will contain a wide spectrum of housing types, with schools, parks, shopping areas, and other community facilities equal to the needs of the village.

The centers of employment will be both clustered and isolated in suitable locations. The villages, employment centers, and downtown area will be linked by a transit system of small buses operating on their own roadway.

Through these visits the trainees were exposed to the urban renewal and housing rehabilitation programs of other cities. In Philadelphia and New Haven, they met and talked with other members of minority groups to discuss the impact of these city programs on the Black population. They expressed concern that adequate provision had not been made for the residents of those sites now being redeveloped. The trainees also discussed with the members of these communities the merits of the B.S.R.C. program as it relates to planning at the local

level. In Columbia the trainees became acquainted with the concept of new towns and the scale of effort and variety of elements to be considered in the planning of new towns. Their reaction to Columbia was very positive.

Local Trips

The trainees were exposed to a variety of learning experiences by visits to local places such as the following:

New York City Planning Commission

The trainees learned about the progress and procedures affecting urban renewal programs in New York City: the Fulton Park Urban Renewal Project, the Upper West Side Urban Renewal Program, Scattered Site Housing, Vest Pocket Housing, etc. They learned the nature of city planning: who plans, what is long-range planning, and how decision-making is related to planning. They learned about future New York City plans and their effect on Bedford-Stuyvesant.

New York Regional Office of the Department of Housing and Urban Development

The trainees visited this office to become acquainted with the regulations concerning federal assistance for planning and developing comprehensive programs with the programs which meet the statutory criteria and which receive federal assistance for implementation; and with the role of HUD.

In addition to this, Mr. Tytell, Chief Housing Inspector, of the Department of Rent and Housing Maintenance, Office of Code Enforcement, Borough of Brooklyn, held four lecture discussions on housing inspection and maintenance and the qualifications and entry-level salaries for inspectors.

Miscellaneous Field Trips

The trainees also attended public hearings and budget sessions at City Hall, as well as local community meetings. To one Board of Estimate hearing on "Scattered Site (Low-income) Housing" the entire class was unable to gain admission to the hearing chamber because of the size of the crowd. Those who were admitted were somewhat uncertain of their role since they had gone to the hearing not as participants but as observers. Furthermore, they saw that there were few Blacks present; and in addition, they were surprised and overwhelmed by the extent of organized white opposition to the scheme. Their uncertainty soon gave way to anger, however, when they were confronted with the thinly-veiled bigotry in the arguments of the opponents of the scheme. At this point they formulated and carried out a plan of action designed to (1) counteract the "racist" overtones in the arguments of the white majority opposed to the program by speaking directly to the Board themselves; and (2) silence the harangue and heckling of such organized opposition by direct and indirect confrontation.

The morning after the hearing, the enthusiastic participants related the events of the previous day, and were able to reconstruct the circumstances of their involvement. By so doing, we were able to evaluate their experience so as to apply it to other problem situations. The salient points of these later exercises stressed the prerequisites for effective participation: channeling anger constructively into planned action; having faith in the plan and in the ability to formulate and implement it; choosing the most capable person or persons among themselves

to speak or represent them and holding them accountable for any misrepresentation.

The trainees also visited city agencies such as the Department of Health, Department of Markets, Department of Welfare, etc. They learned the function of these agencies, their areas of responsibility, and the officials to contact when assistance was required.

By this exposure the trainees acquired confidence in dealing with situations involving different city agencies. They began to feel that they could affect the outcome of situations they were involved in--that they could, by their own efforts, achieve results and participate actively and meaningfully in social change.

UNIT 10: ONGOING PROJECTS

Each trainee was required to:

1. Keep a scrapbook of clippings dealing with community issues and relevant subject matter--needs, crises, problems, conflicts, education, juvenile delinquency, etc.

2. Keep a diary recording his contact and dialogues with the residents of the community, and also his observations in the community pertinent to the training program.

3. Attend daily classes on communication skills focused on occupational preparation rather than compensating for secondary school gaps.

4. Develop a vocabulary list of words related to planning, housing, renewal, rehabilitation, etc., culled from class discussion, reading assignments, and lecture notes.

The ongoing projects were designed to support the built-in linkage among the various areas of the curriculum.

Chapter V

METHOD OF EVALUATION OF TRAINEE PROGRESS AND STAFF PERFORMANCE

Since the curriculum addressed itself to what the individual trainee needs to learn, as well as what he wants to learn, in order to perform effectively on the job, it was necessary to be specific about job performance requirements and to constantly evaluate each trainee's weaknesses and strengths. Therefore, we continued to explore ways both of offering the subject matter to the trainee and of motivating him. The experience gained from his exposure to different on-the-job situations and academic conditions, as well as the encouragement he received from the staff, enabled the trainee to evaluate each phase of the program by asking questions such as:

> Is what I am learning now relevant to what I will be doing in the field? Is there something additional that I ought to learn, and are there other ways for me to learn these?

Asking these questions indicated a degree of commitment to personal success on the part of the trainee, but it did not of course constitute an objective evaluation of the program, but rather was an indication of the degree of realism with which the trainee viewed himself in relation to his ultimate job performance. Thus the staff itself still had the task of asking, "Is the trainee acquiring the skills necessary to be effective on the job, and if not, why not?" This question placed a twin burden upon the training staff: to be specific about job requirements, and to be willing to admit to themselves their areas of incompetence. The first responsibility, the need to be specific, is overt and can be carried out in an external, visible manner; the second responsibility,

the need to admit incompetence or limitations, is covert and private. The discharge of this second responsibility depends upon the character and integrity of each member of the training staff. Any inability by a staff person to assume this covert responsibility diminished the effectiveness of an essential element of the training program--the peer group philosophy, since this inability frustrated the trainees in their efforts to assume individual responsibility and to acquire confidence in their new-found knowledge.

Because a basic aim of the entire program was to upgrade trainee attitudes toward work, toward education, and--even more important--toward their own personal merit, a failure on the part of their models to demonstrate integrity and responsibility was a serious obstacle to achieving these program goals. However, once the trainees became aware of this requirement for honest self-appraisal on the part of the staff as well as themselves, they tended to reject any person not meeting this requirement, and efforts to cover this failure by rhetoric did not succeed.

As previously stated, the first (overt) responsibility can be measured by objective criteria. This was accomplished by supplying evaluation guidelines for the instructional staff to use in preparing units of work. These guidelines provided the teaching staff with the means to correlate curriculum units and to check the relevance of instruction methods against expected performance of the trainees.

(See following page.)

GUIDELINES TO STAFF FOR DEVELOPMENT OF TRAINEES' COMMUNICATION SKILLS

Performance Goal	Prerequisites	Training Procedures	Evaluation Measures
1. Writing a. Handle documents in personal life, loan and mortgage applications, etc., job applications, letters.	Principles of grammar and spelling; use of language as effective writing tool of expression.	Trainee must write a paragraph on relevant class or other experience, describing persons, places, and situations; review of reading materials, TV programs.	Improvement in writing seen from day to day and week to week; exercises as evaluated by staff; tests (periodic).
b. Acquire writing skills pertinent to employment; reports, letters, forms, etc.	Ditto	Increase writing assignment to 2, 3, or more paragraphs. Fill out application forms.	Continuous evaluation of written assignments.
c. Develop ability to express self in writing.	Ditto	1. Write compositions on various themes. 2. Keep ongoing diary.	Evaluation of oral or written presentation.
2. Listening Understand, summarize, integrate, and expand the spoken word.	1. Attentiveness. 2. Vocabulary comprehension. 3. Memory skills. 4. Related thinking skills.	1. Present written and oral class summaries. 2. Assign TV programs and require written and oral summary. 3. Write paragraph on recorded lecture. 4. Conduct interviews, write a resume of dialogue with resident(s) of community.	Periodic listening tests.

Performance Goal	Prerequisites	Training Procedure	Evaluation Measures
3. Speech Ability to articulate and communicate ideas and feelings to groups or individuals.	1. Intelligible speech patterns. 2. Poise - overcoming nervousness. 3. Being able to arrange what you want to say in a logical manner.	1. Class discussion. 2. Communication and confrontation exercises. 3. Verbal reports in class. 4. Recitation of poetry in class. 5. Panel discussions and debates.	External evaluation.
4. Reading Read and comprehend for information and pleasure.	1. Vocabulary. 2. Incentive. 3. Comprehension.	1. Class reading assignments. 2. Precise writing. 3. Individual reading. 4. Vocabulary enrichment.	1. STEP tests. 2. Vocabulary tests. 3. Informal tests.

Other forms of evaluation were also used. The ABLE test measured the level of educational achievement, eighth grade and below, while the STEP tests were used to measure the level of general education beyond eighth grade in reading, science, social studies, writing, math, and listening.

Several teacher-made tests were used to evaluate the development of communication skills and comprehension of material presented in class. These included tests on the concepts of percentage, logic, problem solving, city government, city, state, and federal agencies, and the comprehension of the elements of community planning and organizing.

In addition, a monthly staff evaluation on trainee performance in class and work attitudes included ratings in the area of attendance, punctuality, personal appearance, and ability to respond to supervision. (See Appendix B for Trainee Evaluation Guide.)

Chapter VI

SOME COMMENTS ON THE PROGRAM

The Bedford-Stuyvesant Restoration Training Program explored the feasibility of training residents to be community organizer-planners on a paraprofessional level.

The task of implementing such a program required both overt and covert commitment and responsibility on the part of all persons concerned with its success. That this sense of commitment and responsibility was not shared by all made the task onerous. To the field staff, it was not just another training program; it was a process of recreating, upgrading, exposing, and injecting new ideas into residents of a community burdened with past experiences and the uncertainties and conflicts inherent in change.

The implementation of the program revealed differences of viewpoint among the staff and the sponsoring institutions about the objectives of the program and in orientation toward the trainees. There was a difference between the Bedford-Stuyvesant Restoration Corporation and the Center for Urban Education on the one hand, and between their respective representatives and the field staff on the other.

The differences surfaced around the critical issues of whether this was to be merely a "showcase" program or one designed to realistically prepare the trainees to be community organizer-planners in fact and not merely in theory. Given the internal and external pressures on both institutions to produce "visible success," it is not surprising that the emphasis was on surface results rather than in-depth, less visible, but

more lasting and consequential effects. For instance, the Restoration Corporation appeared to be more concerned with imparting a good image to the trainees than it was with the trainees' objective criticism of some of the Corporation's operations in the community. Similarly, the Center for Urban Education was more interested in "keeping the peace" when policy disputes arose among the staff members than it was in evaluating the merits of the program as it was being conducted. The Center was too distant from the context of the training and the day-to-day operation of the program; its directives were vague, designed to placate rather than to give positive guidance. In this position the Center was unsure and therefore unable to distinguish between the strengths and weaknesses of the program.

These differences tended to filter down and have an effect on the trainees themselves. Though most of the trainees resented a paternalistic attitude toward them, some used these differences in orientation to ingratiate themselves with representatives of both institutions. ("You can't be dropped from the program if the right person likes you; therefore it is better to be liked than to study for a test.")

Despite these difficulties, primarily institutional in origin, the program had considerable merit. The idea of producing a corps of young people within the community equipped with the analytic skills of a planning aide and with the know-how of community organizing, is timely, relevant, and constructive within the context of the present urban crisis. There is an overwhelming need to collect current data on all levels of community planning and development. Such information

is invaluable to present and future planning. The program also demonstrated that part of the community, given technical assistance, can be involved and can contribute to constructive efforts for social change.

However, the development and implementation of such programs must be handled by persons committed to the idea of meaningful community participation, and equipped with the requisite skills and orientation to carry through the difficult tasks involved.

As originally planned, 16 of the trainees were selected and hired by the Restoration Corporation to work in its neighborhood centers. Several others joined the Restoration staff in various other capacities. Still other graduate trainees found employment with private agencies. Current reports indicate only two or three of the trainees are now without jobs; the other graduates in the main seem to have performed well. However, no formal evaluation or follow-up of the program has been made.

The results obtained on the evaluation forms which the trainees filled out (see Appendix C) indicate that the trainees had a very positive reaction to the program--39 of the 40 trainees would recommend it to their friends (see Question 22). However, a more detailed follow-up study is required to form a reliable basis for replication.

The observations offered here are largely those of the author of this report, who was also the director of the training program. It is recommended that a more systematic analysis be made. First, the effects of the program upon the entire group of trainees should be measured. Second, the impact of the program on the larger community should be examined. Only then can the program be said to have had any meaningful

or positive value; only such an evaluation can answer the question as to whether the program achieved its goals and justified itself in the eyes of the trainees and the residents of the community, or whether it raised hopes and expectations only to have them dashed to the ground and the burden of frustration increased. The merits of such a follow-up evaluation should be readily apparent to the Restoration Corporation, dedicated as it is to the ideal of community revitalization.

The real value of the program cannot be judged by an individual success here and there. Rather the success of this program must be measured by the growth of community awareness and the development of constructive steps generated by the trainees toward solving community problems.

APPENDIX A

Samples of Trainees' Work

The samples of work presented here give some insight into the conscious attempts made by the trainees at self-expression. No effort was made on the part of the author of this report to censor or edit these examples. The author does not necessarily agree with the contents or viewpoints expressed. It was felt, however, that these exhibits would illustrate the communication efforts that were stimulated by the training program.

TRAINEE COMMENTS ON THE PROGRAM

What Experiences This Program Has Brought to Me

In interviewing: I gained knowledge of the community and the people who reside in it, the conditions and the problems that they are faced with. I met and spoke to some who were interested in their plight and others who were disinterested. There are those who seemed satisfied I should say just more or less resigned to their fate, thru no apparent fault of their own. They want assistance, not necessarily welfare--they want out of the filth, squalor, rising crime problems, housing, lack of jobs, and education for their children. These people were quite vocal in their opinion as they went on to answer the questions put to them, but so many had to be prompted, probed and a bit reassured that their answers would be held in the strictest confidence. They were as well, mightily fearful, cynical and down right disgusted.

Now there were others who in a sense were apathetic, seeming as if they desired the congestion and overcrowded living conditions, the inconveniences of not having proper plumbing, safety and lighting. They seemed not to mind the rat and roach infested apartment or house. It was a tedious job in trying to gain a response from them.

For one, who due to their apprehensive feeling that all the interviewing would later on bring on some sort of relocating. This is motivated by the fact that they live in rent controlled buildings where the rent is at a gross minimum. Considering that a lot of these families are "largely populated," consisting of children, relatives and pets etc. and are known as welfare recipients, they are fearful of any

intrusion such as being interviewed and any inquiries regarding occupation or salary. Yet my experience in interviewing did teach that they can and should be brought out of their fear and apathy.

In relation to coding: I came to find the same common enemy existing throughout the community. The replies to the questions seemed largely repetitive due to the same problems being everywhere in some way or the other. The following problems are very important to the Restoration Corporation. Housing, people should be instructed and informed that they have a valuable stake in their community and in their own individual home. It must be brought to their attention that home is a castle and must never be personally defaced nor destroyed, nor should others be allowed to do the same. Above all, the children must be educated at home and in the schools. The neighborhood must be restored at all costs. This can be done especially on more down trodden areas, then the impetus will start and everyone will start working together to build and rebuild.

In the second phase of the coding, I learned about the job of fully assaying the information acquired and garnered. I was then able to place all and everything pertinent in its proper perspective and have it categorized so that eventually after it is processed the full impact of what it means could be utilized.

W. W.

What This Program Has Been For Me

The experiences that this program brought me were in the field interviewing and how to cope with different kinds of people. In addition, I learned about listing. While listing a block I find that so many people will come up to you and ask what you are doing. However while you

are explaining they pretend to be interested but if you happen to knock on their door for an interview, they will throw you off the step before you can tell them anything or they say they are busy or not interested and close the door. When you come to one of those big talkers of a "Mr. Know-it-all" you are in for a world of trouble. But I have learned how to cope with such a problem. Then when you handle them about this, they think that you are trying to be smart or a little better than they are. The next thing you know they are putting you out again. These are just a few of my experiences I had while interviewing.

I liked the coding the best because it was very easy to me and I really enjoyed it. Interviewers made mistakes and that made it harder sometimes. I can't say which problems I thought were most important because to me all of the problems are important. I couldn't say that one problem is more important than the other because different kinds of people have different kinds of problems. If they feel that it is important then I agree with them.

In the second phase of the program I would like to know more about the people and their problems.

P. M.

(Untitled)

In mid-August while visiting a friend, the bell rang and my friend answered the door. There stood an interviewer from Bedford-Stuyvesant Restoration Corporation. She stated her name and asked if she could obtain an interview for the survey that was being held in this area. The interviewer began by asking the question, "What do you consider the most important problem in Bedford-Stuyvesant facing people like yourself?"

My reply was "jobs." I interrupted the interviewer to inquire about the possibility of being hired by the Corporation. She informed me that the Corporation was hiring personnel.

That afternoon, I went to the main office in the Granada Hotel to ask about the possibility of being hired. As the elevator journeyed upward I became very tense. I guess this tension was brought on because I had been let down earlier in the day when I applied for a job at one of the city agencies. The elevator finally stopped on the 16th floor and the receptionist, softly asked, "May I help you." Nervously, I replied, "I am inquiring about a job." She directed me to the secretary who was preparing to go to lunch and asked if I cared to join her. I lied by saying I had eaten earlier. (This was not intentional but brought on by fear.)

On her return, I was given a coding test, which I passed and was then hired by the Corporation as a coder.

I reported to work with high aspirations. I knew little about the program but worked diligently.

After having been introduced to Mrs. Miller, the director, I found myself very impressed. She revealed all the qualities I felt a leader should possess. She was well informed, persevering and dedicated. When it was time for her to leave I found myself shedding tears of sorrow.

It was difficult finding a replacement. Everyone began to assume the role of leadership. The work began to pile up and additional help was brought in. They too began to play the role of leaders. I was frustrated with the so called "leaders." Nothing was accomplished,

everyone giving orders and no one really seeing that they were carried out.

I was selected to continue the second phase of the program and I found many weaknesses. As I visited the different agencies I was told that many of the jobs weren't designed for women, such as the job of a building inspector. Then too, the site wasn't conducive to studying. For four classes, there were only two poorly designed classrooms with no facilities for fresh air. If one instructor is talking you cannot hear the discussion clearly because of the noise thereby, causing your attention to drift.

For me, the strong points of the program are: First it is rewarding to know I will be working as an Organizer-Planner to improve our community; second our excellent staff and lastly my enthusiasm, knowing that this program will be successful. It is the first of its kind ever implemented in this area.

When the doors of this program have closed, I will never forget the trainees who so happily worked with me from 9:30 to 5:30, helping this southern girl for the first time in life really to begin to understand herself as an individual, and by doing so, make her able to function better as a person and in the community.

P. H.

My View of Bedford-Stuyvesant Restoration Training Program

The Bedford-Stuyvesant Restoration Training Program was a very educational training experience for me. We were taught many skills, such as interviewing, coding, and interpretation of results.

We received lectures on Code Enforcement, Community Organizing, City Planning, and Black History. We were also free to discuss these lectures with each other.

We went on trips which were new experiences because we were able to learn about programs and conditions in other communities and Model Cities, the difference between low-income and high-income housing. We went to Philadelphia to see how they have improved some parts of the city but we were more interested in the Black people that were living in terrible conditions; which included dilapidated buildings, rats and roaches, broken sidewalks and other conditions of poverty.

The program was vitally affected by different issues. The trainees had quite a few hang-ups that were personal and should not have been brought into the training center. So there were indications of disorderly acts against each other, most of the time when discussions were in progress. This conduct showed especially when they disagreed with each other. If it weren't for concerned teachers and a wonderful instructor, the eight month program would not have been completed.

The trainees became very upset over rumors that spread in the program from higher staff members. The rumors indicated that some of the trainees would lose their jobs. Instead of discussing this freely and quietly, we fought among ourselves. This shattered our hopes and set us back a great deal. We did not know that where there is unity, there is strength; no group should expect to move toward goals when there is a lot of misunderstanding.

Working together is best formula for implementation of a successful program.

M. H.

Report: Philadelphia Convention for Planners for Equal Opportunities

On Saturday, March 16, 1968, a seminar was held by the "Planners for Equal Opportunities." This meeting was for the purpose of attacking the problems that face planners of urban areas.

The morning session of this meeting was held at college hall, Temple University in Philadelphia. Walter Tabit, President of the "Planners for Equal Opportunities" made an address to the audience about planning, and more specifically about the black communities. At this point about six members from "Advocate Planners for Black Liberation; 2MJQ" submitted a proposal which pointed out that whites could not plan for blacks. If the P.E.O. wanted to do something for blacks then they must do what the black communities ask. They must bring experts into the community only when the residents ask for or need their help, and leave the planning or the P.E.O. to grab the monies. This is why I must conclude that Planners for Equal Opportunities is a farce.

W. L.

ESSAYS AND POETRY

The Block or Where Are They Now?

My block in 1942-43 was a hodge-podge of everything; all segments of America were represented...the Dellesandros and the Goldfarbs and the Farcias and last but not lease, the Jones' and the Smiths.

We had fellows named Spike, Slippery, Luv, Butch, Little Pimp and Little Fox, Country Willie and Shorty George, who at the age of 12 was almost 6 feet tall. There was also Little Enid who was five feet tall and five feet wide and Caledonia who wore a size 12 shoe at the age of 14. Cross-eyed Louise had eyes that looked like a cash register ringing up dollars and cents. But my three favorites were Bow legged Milly (when she walked her legs spelled "OKAY"), Heavy Duty Lucy (who could take on an army of Navy Marine and Boy Scouts, which she did with no strain or pain), and Blue-eyed Carmen.

Our rooftops in those years were well fortified against intruding forces. We all belonged to a gang of some sort, for survival purposes, and our roofs were stacked with bricks, bottles, steaming hot water, and our piece-de-resistance, boiling tar and lye water.

We never resorted to such ancient crude implements like firearms, we used only sticks, bottles and garbage cans during our street combats. I would like to say that not once did an invading army gain possession of our territory or our girls. Frankly, who would want them?!!

My block I recall with nostalgia and glee. The people who once lived there are all gone, yet the memory of childhood days still lingers on and I wonder where they are...especially Heavy Duty Lucy and Bow

legged Milly.

Could they possibly be in Viet Nam?

W. W.

Must Man Be Contented

Must man be contented?

Must he be satisfied to have
very little or very much?

Must he be satisfied with comforts
and luxuries?

Must he be contented the way the world is?

Must he be contented to be contented
that he is contented?

R. R.

Mr. Obinani

From the home of my ancestors he came

-- my Brother

To the ghetto of despair he came,

-- my Brother

To open the eyes of the sleeping, he came

-- my Brother

My life shall never be the same!

Thank you, -- my Brother

F. P.

I wonder how different the world would be if all the Jesues who came to town promising heaven, had to walk in on their own two feet instead of riding in on the back of a convenient Jackass.

Without the disciples to pave the way, without the jackasses to ride, the Jesuses would never have come to town and you wouldn't believe in the lies.

F. P.

Black Power Means...

"The organization of my black brothers and sisters in revolt against this American society and rejoicing in it's destruction and ruin."... this is what Black Power means to me.

This country has proven, beyond all doubt, that it's laws are based on politics and not justice. It can no longer conceal the fact that justice is supposed to be equal to all mankind.

Why was Malcolm X killed? Why has H. Rap Brown been imprisened? These men could not conceive, nor could they condone, the tyrannical actions of this society. Their objectives were to organize their brothers and sisters in revolt against this society and thus, they had to be stopped.

When we can make our own laws and enforce them, then there will be a Black Power.

J. H.

APPENDIX B

Trainee Monthly Evaluation Guide

Please use these descriptions as a guideline in determining the ratings to be given to each trainee on the evaluation form.

A. DILIGENCE

1. Makes little or no attempt to stick to any work.
2. Works on some tasks that he likes but not on others.
3. Works steadily at all tasks; does a normal day's work.
4. Tries a little harder than average to complete his work.
5. Is very persistent about completing his tasks.

B. QUALITY CONSCIOUSNESS

1. Cannot be relied on to do a good job without constant supervision.
2. Will try to do a good job up to the limit of his ability only if supervision is close and frequent.
3. Will do a good job up to the limit of his ability with normal supervision.
4. Will do a good job up to the limit of his ability with only minimal supervision.
5. Can be relied on to do the very best job he is able to do with no supervision at all.

C. ACCEPTANCE OF SUPERVISION

1. Almost impossible to supervise. Nearly all efforts of supervisor to direct or correct work results in rebellion by trainee.
2. Difficult to supervise; accepts direction and correction only if special effort is made.
3. Accepts normal direction and supervision with only occasional problems.
4. Accepts supervision willingly and usually corrects his work as suggested.
5. Accepts supervision without question.

D. PUNCTUALITY

1. Always late.
2. Frequently late.
3. Generally on time.
4. Punctual with rare exceptions.
5. Always punctual.

E. CONFIDENCE

1.	2.	3.	4.	5.
Lack of confidence in self interferes with work; requires constant support or control.	Not as confident in himself as he should be. Requires frequent support or control.	Reasonably self-confident. Gets along with normal degree of support and control.	Better than average confidence. Requires only occasional support or control.	Strong confidence in self. Almost never requires support or control.

APPENDIX C

Evaluation by Trainees

Trainees were asked to evaluate the program. The evaluation form and cumulative results are attached.

Trainee Evaluation Form and Cumulative Results:

COMMUNITY PLANNERS PROGRAM

1. Name: _____ (last) _____ (first) _____ (middle)

2. Address: _____

3. Sex: ____Male ____Female

4. Date of Birth: _____ (Month) ____ (Day) ____ (Year)

5. Social Security Number _____

6. Date of Evaluation: _____ (Month) ____ (Day) ____ (Year)

7. Would you like to participate in Community Planning work as a career?

   1. 2 No

   2. 37 Yes

8. Would you like to engage in urban renewal as a profession?

   1. 4 No

   2. 35 Yes

9. What do you think of the possibility for future improvements in the social conditions of Bedford-Stuyvesant community?

   1. 1 Little Improvement
   2. 11 Some Improvement
   3. 24 Much Improvement
   4. 2 OTHER (Your own words below)
      1 No answer

_____
_____
_____

10. What do you think of the possibility of improvement in the economic conditions of Bedford-Stuyvesant community?

1. 4 Little Improvement
2. 17 Some Improvement
3. 17 Much Improvement
4. 1 OTHER (Your own words below)

_____
_____
_____

11. Do you plan to move within the next two years?

1. 31 No (If checked, skip to Info. Point 13.)
2. 7 Yes (If checked, continue to next line.)
3. ____ Where? _____
1 No answer

12. Why do you wish to move?

1. 1 Social
2. 2 Economic
3. 4 OTHER (Your own words below)
32 No answer

_____
_____
_____

13. Are you now a member of any other community action group?

1. 34 No (If checked, continue with next line. Otherwise, skip to Info. Point 16.)
5 No answer

14. Do you plan to join?

1. 25 No (If this is checked, skip to Info. Point 17.)
2. 3 Yes (If this is checked, continue with next line.)
11 No answer

15. Which group(s)?
1. 2 Gov't.
2. ____ Social (local)
3. ____ Social (not local)
4. 2 Independent
36 No answer
(skip to Info. Point 18.)

Please name:
_____
_____
_____
_____

16.

1. 3 Yes. (If checked, continue with next line.)
   36 No answer

17. Which group(s)?

1. 2 Gov't
2. 4 Community (local)
3. ____ Community (not local)
4. ____ Independent
   33 No answer

Please name:

_____
_____
_____
_____

18. Do you think the community is better than it was?

1. 11 No
2. 23 Yes
   5 No answer

19. Do you think that long term progress is better than immediate results?

1. 17 No
2. 20 Yes
   2 No answer

20. What types of community improvement programs would you like to see in operation?

1. _____
   _____

21. Would you recommend the program just completed to your friends?

1. 4 No
2. 35 Yes

22. Would you recommend the present program to your friends?

1. ____ No
2. 39 Yes

23. What benefits do you think you will get out of the present program?

1. ____ Little
2. 1 Some
3. 38 Much

APPENDIX D

History of Bedford-Stuyvesant

Compiled by Charles Wilson

HISTORY OF BEDFORD-STUYVESANT
by Charles Wilson

During the 1920s heavy in-migration and overcrowded conditions spurred the dispersion of the Afro-American population from Manhattan to the other boroughs. At this time the first major influx of Afro-Americans and West Indians came to Bedford-Stuyvesant. Racial prejudice had blocked their movement into Washington Heights, Yonkers, and Westchester. The Neighborhood Protective Association of Washington Heights urged landlords to sign racially restrictive covenants. Mortgage pressures from financial institutions closed down an Afro-American housing development in Yonkers. The population pressure had to find release, and the shift was to Bedford-Stuyvesant.

It is not generally known but a fully developed Afro-American society existed in Brooklyn long before the twentieth-century phenomenon took place. It was a deeply rooted society, for the Afro-Americans were, of course, one of the colonial peoples of Brooklyn. Only the Dutch could claim a longer descent.

"Francisco the Negro" was a pioneer of Brooklyn. He was one of the original patentees of Bosw , as the colonial records of the year 1660 witness. He was therefore a man of property and peer of his Dutch neighbors. In 1633 he was listed in the roll of officers and soldiers of Boswyck, and in that roll there appeared also the name of "Antoon the Negro."

The records reveal little about these dark-skinned New Netherlanders of Peter Stuyvesant's time. But we can be reasonably sure that Francisco the landholder was not the only Black in the province to occupy a position of independent dignity among his fellow colonists.

The great majority of Blacks were slaves along with other bond servants in the New Netherlands colony. The first Blacks were brought to the colony in 1626. Eighteen years later, on their own petition, they

were freed and granted land in the part of Manhattan that is now Greenwich Village.

The British took over the colony in 1664 and conditions gradually became worse for the Blacks in Brooklyn because of the increasing slave trade and harsh slave codes enacted in America.

In 1738 Brooklyn's population consisted of 1,784 whites and 564 Blacks.

Some Brooklyn slaves were taught trades and skills. Newspaper advertisements of that day give a clue to their economic importance. The March 27, 1732 edition of the New York Gazette, for example, contained an advertisement by Edwart Willett, offering to sell, on reasonable terms, a very good Negro woman, aged 27, with two fine children. She is described as understanding all sorts of business in city or country, and speaking very good English and Dutch. Among the Afro-Americans were ship carpenters and other artisans.

Brooklyn's Black population served during the Revolution. Aside from actual combat they performed many services for the nation. During the War of 1812 more than a thousand Afro-American men and boys were among the "patriotic diggers" who constructed entrenchments under General Joseph G. Swift's direction. They were not all Brooklynites, many having come over the East River by ferry from Manhattan.

The census of 1820 credited Brooklyn with a population of 7,175; of these 657 were listed as free Negroes and 190 as slaves. About one in ten of the villagers was Afro-American. At this time most lived in the small village of Brooklyn Ferry. Some freemen found employment as coachmen, gardeners, and cooks. Barred from other occupations, many were forced to beg or scrape up a living. Some caught oysters and crabs and

peddled them about town on Sunday. Many found shelter in the narrow alleys east of Fulton Street and along Gold Street, also along Nassau and Concord Streets, near the ropewalk.

The influx of Yankees and of Irish and German immigrants placed the Blacks in a competitive struggle for survival in a society in which they were becoming a steadily smaller proportion of the total population. In 1835 when Brooklyn became a city it had 25,000 inhabitants but its Afro-American population had increased only slightly. At the eve of the Civil War they numbered about 5,000 in a total city population of 270,000.

Early in the 19th century Brooklyn's Afro-Americans started to organize their own institutions. One of the first was the Brooklyn African Woolman Benevolent Society. In 1818 the Sands Street Methodist Church was under the pastoral care of Rev. Alexander McCaine who was pro-slavery in sympathy. The Black members of the congregation seceded in a body, except for six of their group. In 1819 they began to worship in their own church, the African Wesleyan Methodist Episcopal Church.

Other churches followed, the African M.E. Zion Church (1835), located at the South Third corner of Union Avenue, Free Union Methodist Church E.D., South Third near Ninth (1842), First Bethel M.E. Church, Frost Street near Lorimer Street (1847).

Before 1835 Brooklyn Afro-Americans like Henry C. Thompson, James Pennington, George Woods, and George Hogarth were speaking the language of Abolitionism. Freedom's Journal, the organ of their movement, was started in New York by a Black journalist, John B. Russwurn, a native of Jamaica and a graduate of Bowdoin College, class of 1825.

Until the late 1820s Afro-American children were taught in District School Number 1 on Adams Street. At this time a separate school

under Afro-American auspices was started, supported in part by public funds. In the 1830s an evening school for adults was opened. In the 1840s books were collected for a library and a school for children was started in Williamsburg. By mid-century the policy of educating children in public schools was fairly well established; of the 14 schools in Brooklyn in 1850, one was reserved for Afro-American children.

In the 1890s there were families sufficiently well-to-do to afford to buy large houses and to furnish them lavishly. They could drive in expensive carriages, employ servants, and go abroad on annual trips.

Between 1880 and 1914 many of Brooklyn's Afro-Americans were businessmen, lawyers, public officials, doctors, dentists, journalists, educators, clergymen, and so on. Samuel R. Scottron, an inventor-manufacturer, produced such things as "Scottron's Adjustable Mirror," an extension cornice, and a method of making from glass an imitation onyx. Dr. Peter W. Ray is associated with the beginnings of the Kings County Pharmaceutical Society and the Brooklyn College of Pharmacy, now a department of Long Island University, and he was treasurer of both institutions. The versatility of the early Afro-American Brooklynite is amply illustrated by the careers of many others.

From 1917 on the wave of Black migrants spread through Stuyvesant Heights and Bedford and into other districts. The dense concentrations were along the main streets of the Bedford-Stuyvesant district--Fulton, Myrtle, Sumner, and Gates. In the first years of this influx the newcomers for the most part found employment but the problem of housing was grim. Both job and housing problems became acute when postwar prosperity was succeeded by prolonged economic collapse.

The beginning of the housing problem, however, goes back to the

initial influx of Afro-Americans into Bedford-Stuyvesant. In the period following the Civil War, many sections of New York and Brooklyn experienced a building boom, notably in the years between 1878 and 1884 and 1890 and 1904. Harlem and Bedford-Stuyvesant are two areas that were built up during these periods.

The period between 1850 and 1890 is sometimes known as the Brownstone Era. In this period, attached brick buildings, veneered with red sandstone, spread rapidly over Manhattan and Brooklyn. Many houses built after the Civil War are still standing today. They are noted for their tall windows, high ceilings, and the long stairways between floors. Bedford-Stuyvesant during the 1920s was a prosperous, homeowning, middle-class neighborhood with large houses set in gardens. In the 1930s Bedford-Stuyvesant was still referred to as a choice community, an integrated neighborhood with tree-lined streets and spacious solid brownstones.

Afro-Americans from Harlem, the South, and the West Indies were drawn to Bedford-Stuyvesant because of its reputation for private home ownership, its good schools, and its numerous churches. As previously stated, the racial prejudice which kept Afro-Americans out of Yonkers and Washington Heights did not take the same form in Bedford-Stuyvesant. Homes were available because from 1918 on operating costs began to rise, and many of the original owners, who were no longer young and did not need such large quarters, moved to smaller buildings.

> Homes were sold at depressed prices to non-white families who had saved their money but had heretofore been unable to find homes like these. This post-war wave of migration spilled into the area bounded by Fulton, Myrtle, Sumner, and Gates. But the mortgage arrangements imposed on these people were impossible. Real estate speculators, professional block busters, banks, and mortgage companies can take the dubious credit for sowing the seeds of present day Bedford-Stuyvesant. To begin with, Negroes sometimes paid $20,000

> for homes that speculators had bought for $3,000 only a week before. And, whereas it had been a matter of past policy to determine mortgages by the value of the property, the mortgage policy of the borough's banks changed. Obtaining a mortgage came to depend on what the banks considered to be the character of the prospective buyer and this in turn depended for the most part on whom he knew and what influences he could buy. Real estate combines and lawyers became middlemen for the procurement of mortgage loans. Between their fees for this service and the mortgages themselves, the only way the owners could survive and meet the payments was to subdivide and remodel these homes into several apartments or into rooming houses.*

The major changes that developed in New York for the Afro-American after the twenties was the increase in their numbers, the shift to other boroughs, and the depression which brought more economic and social hardships. By 1960 four areas of the city contained over 80 percent of the citywide Black population. They were Harlem, Bedford-Stuyvesant, Morrisania, and South Jamaica-St. Albans.

The history of the Afro-American in New York is a continuation of the repression and economic and social hardships which have been imposed upon the Afro-American from colonial days to the present. But it is fast becoming a fact of urban life that the drive in urban communities is to be responsible for their development or redevelopment.

Bedford-Stuyvesant Today

Bedford-Stuyvesant is the nation's largest urban slum community. If it were a city it would be among the 30 most populous in the nation. It would be larger than Fort Worth and Louisville, and nearly as large as Minneapolis and Cincinnati. Eighty percent of its residents are Afro-American, 12 percent are Puerto Rican, and 8 percent are "others."

Bedford-Stuyvesant spreads across 500 blocks of central Brooklyn and houses some 450,000 residents. Its boundaries are Flushing Avenue

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*Schwartz, L. C. A Capsule History of Bedford-Stuyvesant, p 5,6

on the north, Eastern Parkway on the south, Washington Avenue on the west, and Broadway on the east. Unlike Harlem or the East Bronx with their grim tenements and highrise public housing projects, Bedford-Stuyvesant has many tree-lined streets with handsome three-and-four-story brownstones, once elegant mansions and townhouses. But these streets are oases in a vast desert of monotonous decay. Bedford-Stuyvesant, unlike other slum communities, has a 20 percent rate of home ownership.

The statistics of Bedford-Stuyvesant are rather grim and illustrate that it is more depressed and impaired than Harlem. It has fewer unified families, more unemployment, lower incomes, and less job history. It has the highest birth rate in Brooklyn and the highest infant mortality rate in the nation (39 per 1,000).

Bedford-Stuyvesant has the highest school enrollment in the borough and an 80 percent high school dropout rate. Between 35 percent and 40 percent of its junior high graduates go to vocational high schools; 27 percent of its families have annual incomes of $3,000 or less; nearly a third of its work force is either unemployed or "sub-employed"; 36 percent of its families are without male heads.

Only 1 percent of Bedford-Stuyvesant's children in the age group infancy to 5 years of age receive any type of pre-school care. Of this group less than point four percent (.4%) attend pre-kindergarten classes.

Approximately 5 percent of Bedford-Stuyvesant youth were attending a junior or four-year college in 1960. This compares to a figure of 37 percent for the general population and to much higher percentages in certain middle class groups.

At least 12 percent of Bedford-Stuyvesant youth come into contact

with the police every year. Eighty percent of all welfare grants in Bedford-Stuyvesant are spent for Aid to Dependent Children cases.

The homicide rate of Bedford-Stuyvesant is said to be six times that of the New York City average, and the rate of narcotics usage eight times that of the city average. Politically, the area has been so gerrymandered that a district which houses almost 10 percent of the borough's population until recently had no congressional representation.

APPENDIX E

List of Trainees

Adams, D.

Merrill, B.

Campbell

Casimir, R.

Cephus, P.

Chinn, W.

Edwards, J.

Graham, D.

Fitzroy, N.

Harvey, P.

Hayes, J.

Hinds, G.

Hernandez, E.

Green, D.

Lindsay, H.

Plummer, J.

Hester, M.

Walker, W.

Ward, J.

McDonald, P.

Jackman, L.

Lloyd, W.

Lawson, J.

Perkins, F.

Rhodes, H.

Rice, W.

Ruffin, R.

Shankel, W.

Shackelford, C.

Richard, R.

Avery, I.

Smalls, R.

Stewart, E.

Uzzle, N.

Washington, W.